



INDIANA  
DEPARTMENT *of*  
EDUCATION

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**INDIANA EARLY LEARNING  
STANDARDS**



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## Introduction

The Indiana Early Learning Standards are the result of a process designed to provide direction and guidance to the field toward developmentally appropriate expectations that support young learners.

In the early 2000s, a White House initiative, Good Start, Grow Smart, called for each state to establish early learning frameworks around literacy and math. With the goal of guiding early childhood educators in understanding and implementing early learning practices that facilitate learning of essential skills and knowledge young children require to be prepared for kindergarten, the Foundations to the Indiana Academic Standards (Foundations) were developed in 2002 with content for children three to five years of age. Subsequent updates have occurred as follows:

- 2004-2006: Ages birth to three were added
- 2012-2015: Addition of Approaches to Play and Learning, Health, and updated alignment to 2014 Indiana Academic Standards and state assessment tool
- 2020-2022: Reviewed to ensure the Foundations reflected current research, the needs of the field, and alignment to the updated Indiana Academic Standards and updated assessment tool. This version was held for release pending updates from (IC) 20-31-3-1.

In 2023, Pursuant to (IC) 20-31-3-1, the Indiana Department of Education (IDOE) facilitated the prioritization of the Indiana Academic Standards (IAS). The standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access enlistment, enrollment, and employment opportunities. The IDOE facilitated a similar process for the former Foundations to ensure continued alignment, and they were formally adopted by the State Board of Education as the Indiana Early Learning Standards.

## Acknowledgments

The Indiana Early Learning Standards could not have been developed without the time, dedication, and expertise of Indiana's birth to five educators and administrators, higher education professors, and other representatives. The Indiana Department of Education (IDOE) acknowledges the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana's youngest learners.

## The Standards

The Early Learning Standards include the following domains: English/language arts, mathematics, science, social studies, student wellbeing, approaches to play and learning, creative arts, and physical health and growth. By outlining specific outcomes and indicators in each of these domains, the standards support educators, families, caregivers, and other professional personnel as they develop appropriate experiences for young children. The primary audience for the standards is early childhood educators, program directors, school administrators, and higher education faculty. This core document was developed for use in all types of early childhood care and education programs and services. An instructional framework and support documents will be updated and released subsequently in the [Indiana Learning Lab](#).

## Purpose

Indiana's Early Learning Standards are aligned to the [Indiana Academic Standards](#). They provide a continuum of core foundations and skills that children develop over time. The standards create common language and expectations for the early childhood field in an effort to ensure that effective implementation leads to the desired outcomes of kindergarten readiness.

The standards are not a curriculum, a lesson plan, or an assessment tool. Programs must select a curriculum based on their philosophy of how children learn. Curricula contain both content that children should learn and methods to teach the content. Lesson plans describe how the content is conveyed to children. Evidence-based curricula are rooted in the same developmental science underlying the growth and learning expectations. In order to drive continuous improvement, the standards should be utilized to evaluate a program's curricula for strengths and weaknesses. Finally, assessments measure where children are along the developmental continuum and evaluate their acquisition of the content. Appropriate early learning assessments are also rooted in the same science describing what children should know and be able to do that informs the standards.

From kindergarten through twelfth grade, [academic and employability standards](#) have been established to promote excellence in education as a predictor of future success. K-12 academic standards represent the essential content every student needs in order to have a basis for understanding a subject area. The Early Learning Standards include concepts for children's development and address skills and competencies that children are to achieve from birth to age five. Vertical articulations have been established for the Indiana Academic Standards. By utilizing these vertical articulations, one can see the continuum of development for children through the elementary years. Understanding the developmental progression gives early educators the ability to individualize instruction and experiences to advance each child's development and learning.

## Kindergarten Readiness

Early learning experiences help a child become ready for kindergarten and the grades beyond by providing the foundation for later success. The Early Learning Standards show early educators the developmental progression that typically developing young children should experience as they grow toward kindergarten readiness. In 2022, the following was adopted as a working definition of kindergarten readiness: Kindergarten readiness is achieved when children are prepared in all domains of early learning; and families, schools, and communities collaborate to positively impact educational outcomes.

## Birth to Third Grade Continuum

Research recognizes early learning as a comprehensive system, birth to age eight (third grade). During this crucial period of development, the foundations for future success are laid out. Strengthening the alignment between the birth to age five system and the kindergarten to third grade system ensures children develop solid fundamentals in literacy, math, student wellbeing, as well as strong engagement in learning (The Pre-K Coalition Policy Brief, 2011). Children develop at different rates, and a continuum provides educators with a guide showing the progression of skills. There is no designated age to acquire sets of skills for each age group. This approach allows for developmentally appropriate teaching at all age levels and leads to positive student outcomes.

Embracing this continuum:

- Provides access and opportunity for all children
- Minimizes achievement gaps

- Maximizes individual pathways
- Provides continuity for children and families
- Engages families in children's learning and development

“School districts on the leading edge of the Birth through Third Grade movement have demonstrated unprecedented success raising the achievement of low-income students by developing coherent strategies focused on the early years of learning and development. These communities are not merely improving preschool. Rather, they are building aligned, high-quality early education systems” (Jacobson, 2014). To begin working towards the continuum requires community-based programs serving birth to age five students and their local schools to connect and collaborate to ease the transition for students between their two programs. Head Start offers [resources](#) on how to initiate these types of connection and collaboration.

### Special Populations

The Early Learning Standards and accompanying instructional framework specifically addresses two special populations, multilingual learners and exceptional learners. In order to provide high-quality early learning experiences, it is important to provide a responsive environment along with linguistically and culturally relevant instruction that allows all children to progress within the early learning environment.

The term multilingual children is used to refer to culturally and linguistically diverse children, ages birth to five years, who are learning two or more languages. Multilingual children are exposed to multiple languages in their homes, communities, and/or early care and education settings, and they develop and use language in dynamic ways. Multilingual children follow different paths for language development than monolingual children according to this exposure, but like all children develop language through play-based activities with rich language opportunities. Research shows that in early learning settings, multilingual learners can be supported in learning English through the strategic use of their home language during learning and care routines (Sawyer, Scheffner-Hammer, Cysyk et al., 2016). A quality program will honor the children's home language, embrace development of the new language, promote family and community engagement, and build partnerships to support students and families. Additional information addressing multilingual learning can be located in the framework documents in the [Indiana Learning Lab](#).

Exceptional learners are children who enter the early learning environment with a range of developmental, language, behavioral, and medical needs. To the maximum extent appropriate, exceptional learners should be included in environments with typically developing peers. In inclusive early learning environments, educators can support the needs of all children through differentiated instruction. A case conference committee determines the appropriate educational placement for an exceptional learner which may include early childhood general education or special education placement in the local school or community. The Individualized Education Program (IEP) for an exceptional learner should be based on the standards to set expectations for learning. Specific information that addresses exceptional learners can be found in the framework documents in the Indiana Learning Lab. Additional information on exceptional learners can be found at <https://www.in.gov/doi/students/special-education/>.

### Families

Children develop in the context of their environments, which include family, culture, and community. The family plays the most crucial role in a child's development. It is essential that early childhood professionals respect the role of the child's family in the educational journey. A wide body of research supports the benefits of family-school partnerships. Successful partnerships with families support and sustain common goals for children, as early childhood professionals have the opportunity to connect families to their children's learning. The standards and accompanying framework should serve as a resource for early childhood professionals to inform families of appropriate developmental expectations.

<b>Guide to Using the Early Learning Standards</b>						
Each early learning domain has been broken down into standards. Each standard has particular concepts or skills that serve as indicators of a child's developmental progress through the age ranges. While the indicators articulate expectations for early learning, they are not exhaustive and do not prescribe a singular pathway of helping students arrive at developmental milestones. The Early Learning Standards are not intended to be a curriculum, however a quality curriculum will align to the Early Learning Standards. To assist with the navigation of this document, a model of the format is outlined below.						
Domain:	The Developmental Area					
Learning Outcome:	What we want children to know or be able to do within that developmental area					
Standard:	A subcategory of essential concepts and skills early learners know and/or demonstrate under a particular domain.					
Developmental Continuum from birth to prekindergarten	Infant approximately birth to 12 months	Younger Toddler approximately 12 to 24 months	Older Toddler approximately 24 to 36 months	Younger Preschool approximately 36 to 48 months	Older Preschool approximately 48 to 60 months	Kindergarten Standard (By the END of Kindergarten)
<i>While age ranges have been identified for organizational purposes, it is essential to remember every child develops at their own pace and may obtain a goal outside of the recommended time frame.</i>						Indiana Academic Standard for Kindergarten: Outlines what a child should know at the end of kindergarten.
Indicators:	Competencies that indicate a child is progressing toward kindergarten readiness. These indicators were derived from work groups across Indiana based on current research and individual knowledge of development that is appropriate for each age group. The indicators are not an exhaustive list, but rather a guide to demonstrate the progression of essential competencies. Children will exhibit various skills that indicate their acquisition of a particular competency.					



Perhaps the most significant accomplishment a child makes during the first five years of life is acquiring language and using it to communicate, as all of the domains of a child's development are interrelated and interdependent (NIEER, 2006). Research demonstrates that children that have foundational skills with print, books, the purposes of writing, listening, and speaking will be ready to benefit from reading instruction in school, learn to read sooner, and will be better readers than children with fewer of these skills (NELP, 2008; Whitehurst & Lonigan, 1998). These studies support the recent HEA 1558 (2023), which includes a definition of the science of reading as emphasized in early childhood. For additional instructional support, please see the Early Learning Standards Framework in the [Indiana Learning Lab](#).

**English/Language Arts Early Learning Standard 1: Communication Process**

Domain:		English/Language Arts				
Learning Outcome:		Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.				
Standard:		ELA 1.1 Demonstrate Receptive Communication				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness</b>	Demonstrate continual growth in understanding increasingly complex and varied vocabulary					K.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
	Respond to words or gestures	Respond to simple statements, requests, and/or gestures	Respond to simple sentences, phrases, gestures, and/or actions	Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)		K.CC.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	Recognize familiar objects, people, and voices		Follow simple one-step directions	Listen to and follow multi-step directions with adult support	Listen to and follow multi-step directions	K.CC.5 Follow simple two or three-step oral directions.
	Orient to sounds in the learning environment				With adult support, discover the meaning of new words and relate them to prior knowledge	
Begin to make eye contact when caregiver speaks						



Domain:		English/Language Arts					
Learning Outcome:		Early learners develop skills to communicate effectively for a variety of purposes, laying the foundation for future learning in all developmental areas.					
Standard:		ELA 1.3 Demonstrate ability to engage in conversations					
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard	
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Attend to an object, event, or person with an adult.	Demonstrate intent of communicating with others	Take turns in a conversation	Answer questions posed by adults or peers	Answer open-ended questions posed by adults or peers	K.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	
			Respond to a request for clarification	Ask questions for understanding and clarity			K.CC.2 Ask questions to seek help, obtain information, or clarify something that is not understood.
				Make on-topic comments		K.CC.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
				Stay on topic in two-way conversation with others	Stay on topic in two-way conversation that involves multiple turns		
				Vary tone and volume of expression to match the situation			

**English/Language Arts Early Learning Standard 2: Early Reading**

Domain:		English/Language Arts				
Learning Outcome:		Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.				
Standard:		ELA 2.1: Demonstrate awareness of the alphabet				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	(Developmentally appropriate/emerging outcomes first appear in younger toddler)	Distinguish words from pictures	Begin to recognize some frequently occurring letters in meaningful context	Recognize and identify some uppercase and a few lowercase letters in a meaningful context (e.g., the first letter in their name)	Recognize and identify most uppercase and some lowercase letters	K.RF.3 Identify and name all uppercase (capital) and lowercase letters of the alphabet.
			Recognize symbols have meaning		Recognize own name in print	

Domain:		English/Language Arts				
Learning Outcome:		Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.				
Standard:		ELA 2.2: Demonstrate phonological awareness				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Orient to sounds in the learning environment	Begin to engage in word and sound play with adults		Demonstrate basic knowledge of letter-sound correspondence		K.RF.4 Identify and produce rhyming words.
	Discriminate sounds in the learning environment	Repeat words that contain similar-sounding phonemes (pig-dig, cat-mat)	Distinguish between words that contain similar-sounding phonemes (pig-dig, cat-mat)	Engage in rhyming games and songs; can recognize a familiar rhyme		K.RF.5 Orally pronounce, blend, and segment words into syllables.
				Identify rhyming words in spoken language	Make rhymes to simple words	K.RF.6 Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words.
				Orally blend and segment familiar compound words, with modeling and support	Blend and segment syllables in spoken words with modeling and support	
Demonstrate awareness of sounds as separate units	Isolate the initial sound in some words					

Domain:		English/Language Arts				
Learning Outcome:		Early learners develop foundational skills in understanding alphabetic awareness, phonological awareness, concepts of print, and comprehension.				
Standard:		ELA 2.3: Demonstrate awareness and understanding of concepts of print				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Look at books while an adult holds and manipulates the book	Bring book to adult to read	Recognize familiar books by cover	Begin to understand that books are comprised of written words	Understand that print carries meaning	K.RF.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.
	Begin to hold and manipulate a book with adult support	Hold and manipulate a book independently	Recite parts of well-known stories, rhymes, songs	Respond to and interact with read-alouds of literary and informational text	Track words in a book from left to right, top to bottom, and page to page with adult support	K.RF.2 Recognize that written words are made up of sequences of letters.
	Respond to songs	Pretend to read familiar books	Hold books with two hands and turn pages	Hold books right side up and turn pages left to right		K.RF.9 Orally read decodable texts with appropriate accuracy and automaticity.
	Listen to repetition of familiar words, songs, signs, rhymes, and stories	Attend to pictures and text for several minutes				





**English/Language Arts Early Learning Standard 3: Early Writing**

Domain:		English/Language Arts				
Learning Outcome:		Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.				
Standard:		ELA 3.1: Demonstrate mechanics of writing				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Grasp and manipulate objects when placed in hand	Explore drawing, painting, and writing as a way of communicating		Recognize that drawings, paintings, and writings are meaningful representations	Create letter-like shapes, symbols, letters, and words with modeling and support	K.W.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
		Imitate drawing marks or scribbling	Make scribbles or shapes to convey meaning	Copy simple lines and shapes during play	Use writing tools	K.W.2 Write by moving from left to right across the page and top to bottom.
			Experiment with a variety of writing tools, materials, and surfaces	Use writing tools with adult support during play	Copy more complex lines, shapes, and some letters, particularly the letters in their name	K.W.8 Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization: Capitalizing the first word in a sentence and the pronoun I. b. Punctuation: Recognizing and naming end punctuation. c. Encoding: Spelling simple words phonetically, drawing on phonemic awareness.
			Imitate simple lines and shapes	Create a simple picture		

Domain:	English/Language Arts					
Learning Outcome:	Early learners develop foundational skills in mechanics of writing, ability to tell a story, recognize that oral communication can be represented by written language, and begin to write for a variety of purposes.					
Standard:	ELA 3.2: Demonstrate ability to communicate a story					
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	(Developmentally appropriate/emerging outcomes first appear in older toddler)	(Developmentally appropriate/emerging outcomes first appear in older toddler)	Draw pictures and scribble to generate and express ideas	Create writing with the intent of communicating		K.W.3 Use words and pictures to develop a main idea and provide information about a topic.
				Dictate a story for an adult to write	Dictate a story that demonstrates simple details and narrative structure	K.W.4 Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order.
				Use pictures, letters, and symbols to communicate a story	Use letters, symbols, and words to share an idea with someone	K.W.5 With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ideas; c. Revise writing by adding details in pictures or words; d. Use available technology to produce and publish writing.
		Use writing to label drawings				



Research shows that children’s early knowledge of math strongly predicts their later success in math, even into high school (Clements, Baroody, & Sarama, 2014). To foster the development of 21st century skills children will need to be successful, educators must consider how science, technology, engineering, and mathematics (STEM) can play an important role in the development of young children. For additional instructional support, please see the Early Learning Standards Framework in the [Indiana Learning Lab](#).

**Mathematics Early Learning Standard 1: Numeracy**

Domain:	Mathematics								
Learning Outcome:	Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.								
Standard:	<b>M1.1: Demonstrate strong sense of counting</b>								
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard			
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Repeat a movement like a clap	Imitate verbal counting sequence not necessarily in order	Count the number sequence 1-5	Count the number sequence 1-10	Count the number sequence 1-20	K.NS.1 Count to at least 100 by ones and tens. Count by one from any given number.			
		Line up or organize objects	Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence	Recognize that the count remains the same regardless of the order or arrangement of the objects	Recognize the last number name said tells the number of objects counted	K.NS.3 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20.			
							Apply one-to-one correspondence with small number of objects and/or people (2-3 objects)	Apply one-to-one correspondence with increasing number of objects and/or people (5-10 objects)	K.NS.4 Identify sets of 1 to 10 objects in patterned arrangement and tell how many without counting.
							Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5	Draw pictures, symbols, or use manipulatives to represent spoken number 0-10	
							Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize)	Identify, without counting, small quantities of items (1-4) presented in an irregular or unfamiliar pattern (subitize)	

Domain:	Mathematics					
Learning Outcome:	Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.					
Standard:	M1.2: Demonstrate understanding of written numerals					
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	(Developmentally appropriate/emerging outcomes first appear in younger toddler)	Attend to books with pictures and numerals for a few minutes	Begin to explore that number symbols have meaning	Begin to recognize that number symbols indicate quantity and that different number symbols indicate different quantities	Match number symbols with amounts 1-10	K.NS.2 Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  K.NS.6 Compare the values of two numbers from 1 to 20 presented as written numerals.
				Identify numerals in general as different from letters or other symbols	Name written numerals from 0-10	
				Begin to match number symbols with amounts 1-3	Begin to write numerals 1-10	

Domain:	Mathematics						
Learning Outcome:	Early learners develop foundational skills in learning to understand counting, cardinality, written numerals, quantity, and comparison.						
Standard:	M1.3: Recognition of number relations						
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard	
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Explore objects one at a time	Begin to develop the concept of more	Visually identify sets of quantities of large differences (using terms more and/or less)	Readily identify first and last	Identify when 2 sets are equal using matching and counting strategies	K.NS.5 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).	
	Indicate a desire for more	Give all objects when asked	Begin to identify first and last	Correctly use the words for comparing quantities	Correctly use the words for position		K.NS.6 Compare the values of two numbers from 1 to 20 presented as written numerals.
	Give more when asked	Separate a whole quantity of something into parts	Give some when asked	Separate sets of 6 or fewer objects into equal groups	Compare the values of two numbers from 1 to 10 presented as written numerals	K.NS.7 Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	
				Give the rest when asked	Demonstrate the understanding of the concept of after		Demonstrate the understanding of the concept of before
				Begin to understand the concept of none			

**Mathematics Early Learning Standard 2: Computation and Algebraic Thinking**

<b>Domain:</b>	<b>Mathematics</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills in learning to understand mathematical structure and patterning.					
<b>Standard:</b>	<b>M2.1: Exhibit understanding of mathematical structure</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	(Developmentally appropriate/emerging outcomes first appear in younger toddler)	Take away objects or combine groups when asked	Describe that something was taken away	Begin to understand that numbers can be composed and decomposed to create new numbers	Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five	K.CA.2 Use objects or drawings to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations.
		Attend to a new object in a group of objects	Identify that an object has been added to a group			K.CA.3 Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.

<b>Domain:</b>	<b>Mathematics</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills in learning to understand mathematical structure and patterning.					
<b>Standard:</b>	<b>M2.2: Demonstrate awareness of patterning</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Show interest in visual, auditory, and tactile patterns	Follow along and imitate patterns of sounds and movement	Recognize natural patterns in the learning environment	Physically extend simple ABAB patterns of concrete objects to other concrete objects	Begin to create and extend a new simple pattern	K.CA.4 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.
		Recognize daily routines	Clap or move to a beat	Verbally or nonverbally predict what comes next when shown a simple ABAB pattern of concrete objects		
			Show greater recognition of daily routines			

**Mathematics Early Learning Standard 3: Data Analysis**

<b>Domain:</b>	<b>Mathematics</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.					
<b>Standard:</b>	<b>M3.1: Demonstrate understanding of classifying</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	(Developmentally appropriate/emerging outcomes first appear in younger toddler)	Identify attributes of objects with adult support	Identify similarities and differences in objects	Sort, classify, and compare objects by one attribute	Explain simple sorting or classifying strategies Sort a group of objects in multiple ways	K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons.

**Mathematics Early Learning Standard 4: Geometry**

<b>Domain:</b>	<b>Mathematics</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.					
<b>Standard:</b>	<b>M4.1 Understanding of spatial relationships</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Explore how things fit and move Put object in, out, on, and off of other things	Begin to combine shapes to make new shapes Hide behind or between objects for play	Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance	Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes Use position terms such as in, on, and under	Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes Use position terms such as above, below, beside, and between	K.CA.4 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.

Domain:		Mathematics				
Learning Outcome:		Early learners develop foundational skills in learning to understand spatial relationships and shape analysis.				
Standard:		M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	(Developmentally appropriate/emerging outcomes first appear in younger toddler)	Match identical simple shapes	Match similar shapes that are different sizes, and different orientation with a variety of two-dimensional shapes	Match similar shapes when given a variety of three-dimensional shapes	Use the attributes of shapes, such as number or length of sides, to distinguish between shapes	K.G.1 Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners"), and other attributes (e.g., having sides of equal length).
				Start to identify the attributes of shapes		
				Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects		
				Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)		

**Mathematics Early Learning Standard 5: Measurement**

Domain:		Mathematics				
Learning Outcome:		Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.				
Standard:		M5.1: Understand the concept of time				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Cooperate with a routine	Follow a daily schedule with adult support	Follow steps in a simple routine	Understand time limit cue	Know daily concepts of earlier and later, morning and afternoon	K.M.2 Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year; describe how calendars and clocks are tools to measure time.
				Understand transition from one activity to the next		
				Tell what activity comes before and after		

<b>Domain:</b>	<b>Mathematics</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills in learning to understand concepts of time and measurement comparisons.					
<b>Standard:</b>	<b>M5.2 Understand measurement through description and comparison</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Explore objects with different shapes and sizes	Use any basic measurement word or gesture to express measurable attributes, such as big/little, soft/hard	Sort objects into two categories based on attributes	Directly compare and describe two objects with a measurable attribute	Directly compare and describe two or more objects with a measurable attribute	K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.
	Explore objects with different attributes, big/little, soft/hard		Explore measurement using non-standard tools	Begin to measure length and volume (capacity) using non-standard measurement tools	Engage in measuring type play/behaviors using standard tools like rulers or measuring tapes, liquid measuring cups, or cylinders	





The goal of science curricula should be to help children understand the natural world through a process known as scientific inquiry. As is the case with much of early childhood education, the process is more important than the results in early scientific exploration. Finding the 'right' answer should not be the main goal, but instead to channel children's curiosity and to foster their investigative skills. For additional instructional support, please see the Early Learning Standards Framework in the [Indiana Learning Lab](#).

**Science Early Learning Standard 1: Physical Science**

Domain:	Science					
Learning Outcome:	Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.					
Standard:	SC1.1: Demonstrate ability to explore objects in the physical world					
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Observe and experience the physical environment using all five senses	Notice and react to cause and effect within the physical environment	Use simple words to describe sensory experiences, objects, and how objects move	Use senses to learn about concepts of weight, motion, and force	Use senses to observe and describe concepts of weight, motion, and force	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
	React to changes in light	Use tools to explore the physical environment	Identify and solve problems in the learning environment through active exploration	Handle and explore objects in different ways depending on perceptual information such as fragile, messy, or sticky	Ask questions and draw conclusions about physical properties and the physical world	K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*
	Focus attention on sounds, movement, caregiver, and objects			Ask questions about physical properties and changes in the physical world	Use a greater number of scientific vocabulary words related to classroom investigations	
				Begin to use scientific vocabulary words (e.g., observe, predict, hypothesis, experiment)		

\*The kindergarten standards noted appear as defined in the Next Generation Science Standards.

Domain:		Science				
Learning Outcome:		Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.				
Standard:		SC1.2: Demonstrate awareness of the physical properties of objects				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Touch objects with varying physical attributes, may show a preference for one over another	Begin to identify physical attributes of objects	Describe physical properties using simple words	Identify materials that make up objects		K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons.
	Notice cause and effect within the physical environment	Imitate the actions of others as they explore objects		Investigate and describe observable properties of objects	Use evidence from investigations to describe observable properties of objects	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
	Perform actions with objects and observe results	Copy patterns and rhythms with objects		Match objects by physical attributes	Sort objects into categories based on physical attributes and explain reasoning	K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*

\*The kindergarten standards noted appear as defined in the Next Generation Science Standards.

### Science Early Learning Standard 2: Earth and Space Science

Domain:		Science				
Learning Outcome:		Early learners develop foundational skills in learning to understand the natural world through exploration of Earth, sky, weather, and seasons.				
Standard:		SC2.1: Recognize seasonal and weather related changes				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Observe and experience the difference in weather	Observe and investigate environment, nature, and weather	Communicate awareness that the environment, weather, and seasons change	Communicate awareness of seasonal changes		K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.
			Name different kinds of weather	Describe weather conditions using correct terminology	Describe how weather changes	K-PS3-2 Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on an area.
						K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.*

\*The kindergarten standards noted appear as defined in the Next Generation Science Standards.

**Science Early Learning Standard 3: Life Science**

<b>Domain:</b>	<b>Science</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants					
<b>Standard:</b>	<b>SC3.1: Demonstrate awareness of life</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Demonstrate interest in and interact with plants, animals, and people	Identify living organisms by name	Name characteristics of living organisms	Identify the correct names for adult and baby animals	Differentiate animals from plants	K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
	Discover body parts	Name basic body parts	Name more complex body parts	Compare attributes of living organisms	Discriminate between living organisms and non-living objects	K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.*
				Identify and describe the function of body parts		
Ask questions and conduct investigations to understand life science						

\*The kindergarten standards noted appear as defined in the Next Generation Science Standards.

Domain:	Science					
Learning Outcome:	Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants					
Standard:	SC3.2: Demonstrate awareness of the preservation, protection, and care of living creatures and plants					
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	(Developmentally appropriate/emerging outcomes first appear in older toddler)	(Developmentally appropriate/emerging outcomes first appear in older toddler)	Recognize trash and know where to discard it	Begin to recognize that plants and animals need food, water, air, and sun to survive	Participate in discussions about simple ways to take care of the environment (e. g., throwing away trash in containers, turning off lights and water faucets, and putting out bird feeders)	K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
			Observe animals (e.g., birds) in a safe environment	Begin to explore concepts and information related to ways to take care of our environment and begin to recognize that everyday decisions have an impact on the environment	Participate in reusing and recycling materials	K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
				Recognize things that do not belong in the environment (e. g., litter)	Describe basic things plants and animals need to live and grow (sunlight, water, food)	K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
				Begin to care for living things (feeding fish, watering plants, helping weed garden)	Take responsibility for the care of living things (feeding fish, watering plants, helping weed garden)	K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. *

\*The kindergarten standards noted appear as defined in the Next Generation Science Standards.

**Science Early Learning Standard 4: Engineering**

<b>Domain:</b>	<b>Science</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.					
<b>Standard:</b>	<b>SC4.1: Demonstrate engineering design skills</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Demonstrate an interest in people-made objects	Test limits of the learning environment	Use tools to serve a purpose or solve a problem	Identify a problem or need and create a plan to solve	Select materials and implement a designated plan	K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
	Explore and manipulate people-made objects	Begin to construct and deconstruct using readily available materials	Notice whether the solution was successful	Use nearby objects that function as simple machines to enhance play	Evaluate and communicate solution outcomes	K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
			Use complex motions (e.g., push/pull) to play with simple machines			Use nearby objects to create simple machines to enhance play

\*The kindergarten standards noted appear as defined in the Next Generation Science Standards.

**Science Early Learning Standard 5: Scientific Inquiry and Method**

Domain:	Science					
Learning Outcome:	Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.					
Standard:	<b>SC5.1: Demonstrate scientific curiosity</b>					
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Observe and show interest in objects, organisms, and events in the environment	Demonstrate curiosity	Demonstrate curiosity and ask for more information	Observe with focus on details	Discuss ways that people can affect the environment in positive and negative ways	K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
	Repeat action that causes an interesting effect	Solve problems with adult support using trial and error	Use tools to explore the physical environment	Use simple tools to extend investigations	Independently use simple tools to conduct an investigation to increase understanding	K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
	Actively explore the learning environment		Solve problems using trial and error	Identify themselves or their actions as scientific	Engage in a scientific experiment with peers Communicate results of an investigation	K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.*

\*The kindergarten standards noted appear as defined in the Next Generation Science Standards.

**Science Early Learning Standard 6: Computational Thinking**

Domain:	Science					
Learning Outcome:	Early learners develop foundational skills in learning and understanding how to identify problems and use logic and reasoning to develop step-by-step strategies to solve them.					
Standard:	<b>SC6.1 Demonstrate decomposition of larger tasks into smaller steps</b>					
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Recognize daily routines	Follow steps in a simple daily routine with adult support	Follow steps in a simple routine	Identify 2-3 steps in common routines with adult support	Identify 3-5 steps in common routines	K-2.PA.1 Breakdown and plan the order of the steps needed for a desired outcome to accomplish the goal.
						K-2.PA.2 Using age-appropriate vocabulary, explain steps taken and choices made to improve the design of a sequence.





The primary purpose of social studies is to help people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Social studies for infants and toddlers helps young children learn through their senses and experiences about physical location (body awareness), physical time, establishing relationships, and personal responsibility. For preschoolers, social studies is a combination of curriculum and instruction that takes into account self-development, appropriate practices, citizenship, democratic principles, and key understandings of the social sciences: history, geography, government, and economics (National Council for the Social Studies, 2019). For additional instructional support, please see the Early Learning Standards Framework in the [Indiana Learning Lab](#).

**Social Studies Early Learning Standard 1: Self**

Domain:	Social Studies					
Learning Outcome:	Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.					
Standard:	SS1.1: Demonstrate development of self					
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Engage in onlooker play	Participate in celebrations in the learning environment and community when observed	Participate in and imitate celebrations in the learning environment and community when observed	Participate in and describe own family, community, and other celebrations when observed	Participate in and describe local, state, and national events and celebrations if observed	K.H.2 Identify ways by which people, heritage, and events are commemorated and recognized.
	Begin to show awareness of self as an individual, separate from others	Begin to demonstrate a sense of belonging to a group by engaging in parallel play	Begin to demonstrate a sense of belonging to a group by engaging in associative play	Begin to assimilate family, community, and cultural events in cooperative play	Identify key people in history	K.C.2 Give examples of how to be a responsible family member and member of a group.
	Show affection and bond with familiar adults	Begin to notice differences in self from others  Use simple words to show recognition of family members and familiar adults	Begin to gesture and ask simple questions regarding differences and/or similarities between self and others	Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others	Assimilate family, community, and culture in cooperative play  Build awareness, respect, and acceptance for differences in people and acknowledge connections	K.G.5 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.



**Social Studies Early Learning Standard 2: History and Events**

<b>Domain:</b>	<b>Social Studies</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.					
<b>Standard:</b>	<b>SS.2.1: Demonstrate awareness of chronological thinking</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Participate in daily routines with caregivers (e.g., diaper changes and feeding)	Adapt to changes in routine and/or schedule with adult support	Begin to recognize the sequence of events as part of a daily routine	Recognize the sequence of events as part of a daily routine and as it relates to the passage of time	Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured	K.H.3 Identify events and place events in a sequence.
		Anticipate events			Begin to understand how time is measured	

<b>Domain:</b>	<b>Social Studies</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.					
<b>Standard:</b>	<b>SS.2.2 Demonstrate awareness of personal historical knowledge</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Begin to develop knowledge of cause and effect (e.g., crying results in caregiver response)	Respond to stories about time and age	Begin to recall information from recent experiences	Begin to communicate concepts of time, such as before and after.	Demonstrate understanding of concepts of time including before, after, morning, day, night, now, and later	K.H.1 Compare children and families of today with those from the past.

<b>Domain:</b>	<b>Social Studies</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills in learning and understanding the passage of time and the foundations of government or authority.					
<b>Standard:</b>	<b>SS.2.3 Demonstrate awareness of the foundations of government or authority</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	(Developmentally appropriate/emerging outcomes first appear in older toddler)	(Developmentally appropriate/emerging outcomes first appear in older toddler)	Begin to recognize familiar community symbols	Identify leaders and helpers in the home or early learning environment	Identify leaders and community helpers at home, school, and in environments	K.E.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.
				Recognize familiar community symbols		

**Social Studies Early Learning Standard 3: Geography**

<b>Domain:</b>		<b>Social Studies</b>				
<b>Learning Outcome:</b>		Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.				
<b>Standard:</b>		<b>SS3.1: Demonstrate awareness of the world in spatial terms</b>				
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Begin to discover use of body and objects in the learning environment	Begin to respond to simple location terms	Begin to use simple location terms	Identify location, directionality, and spatial relationships	Develop concepts and describe location, directionality, and spatial relationships	K.G.1 Use words related to location, direction, and distance, including here/there, over/under, left/right, above/below, forward/backward, and between.
		Use a variety of materials to represent familiar objects	Experiment with materials to represent objects in play	Begin to create simple representations of a familiar physical place	Engage in play where one item represents another	K.G.2 Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe, including the difference in water/oceans and land/continents.

<b>Domain:</b>		<b>Social Studies</b>				
<b>Learning Outcome:</b>		Early learners develop foundational skills in learning and understanding their surroundings in spatial terms and the relationship between people and their world.				
<b>Standard:</b>		<b>SS3.2: Demonstrate awareness of places and regions</b>				
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Explore the immediate early learning environment around them	Recognize parts of surroundings	Describe the characteristics of home and surroundings	Identify and describe prominent features of the early learning environment, neighborhood, and community	Use words to describe natural and people-made features of locations	K.G.3 Locate and describe places in the school and community using words such as here/there, over/under, left/right, above/below, forward/backward, and between.
		Look toward location where familiar objects are stored with the expectation of finding them	Know the location of objects and places in familiar locations	Begin to learn knowledge of personal and geographic information	Become familiar with information about where they live and understand what an address is	K.G.4 Identify and describe the address and location of school; understand the importance of an address.

**Social Studies Early Learning Standard 4: Economics**

<b>Domain:</b>	<b>Social Studies</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills in learning and understanding the functions of an economy, the way people spend money and the way people make money.					
<b>Standard:</b>	<b>SS4.1: Demonstrate awareness of economics, spending, and making money</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Demonstrate preference for specific objects and people	Communicate desire for objects and/or persons that are in the early learning environment or home	Use props related to buying and selling items during play	Begin to understand the purpose of money and concepts of buying and selling through play		K.E.1 Explain that people work to earn money to buy the things they want.
		Imitate familiar roles and routines	Communicate wants and needs	Begin to develop an awareness that people work for money in order to provide for basic needs	Develop an awareness that people work for money in order to provide for basic needs	
			Recognize various familiar workers in the community	Develop an awareness of the roles of familiar community helpers/workers	Describe community helpers or workers in terms of tools or equipment they use and services or products they provide	
		Begin to role play different jobs	Act out adult social roles and occupations			

**Social Studies Early Learning Standard 5: Citizenship**

Domain:	Social Studies						
Learning Outcome:	Early learners develop foundational skills in understanding cooperative behavior and the function of rules and responsibilities as a member of a learning community and a larger society.						
Standard:	SS5.1: Demonstrate awareness of citizenship						
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard	
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Interact with the physical environment to make needs known	Observe others carrying out routines and responsibilities and begin to imitate	Participate in simple routines with adult support	Assist adults with daily routines and responsibilities	Demonstrate willingness to work together to accomplish tasks	K.C.1 Give examples of classroom and school rules, and explain the importance of following these rules to ensure order and safety.	
	Demonstrate comfort in familiar routines, objects, and materials	Make choices known	Identify preferences	Choose simple daily tasks from a list of jobs in the learning environment	Identify simple tasks within the home, learning environment, or community		K.C.2 Give examples of how to be a responsible family member and member of a group.
	Respond to adult guidance about behavior		Begin to understand and follow basic guidance	Begin to demonstrate an understanding of rules	Begin to initiate helping tasks	Provide leadership in completing daily tasks	
					Begin to demonstrate an understanding of rules in the home and early learning environment, and the purposes they serve	Demonstrate an understanding of rules in the home and early learning environment, and the purposes they serve	
					Begin to understand the relationship between people and their community	Recognize and have language to describe when something is unfair	
					Begin to describe the reciprocal relationship between people and their community and the responsibility as citizens to care for it		



The importance of child development as it relates to building relationships, managing conflict, and self-regulation in the first five years cannot be overstated. Social competence is related to learning about others and their cultures and having the inclination to seek out or enjoy the company of others. The quality of a young child's social competence can be a predictor of later social and academic competence (Pellegrini & Glickman, 1990). A meta-analysis covering three decades of research found that student wellbeing interventions increased students' academic performance by 11 percentile points compared to those that did not participate in wellbeing programs (Durlak et. al., 2011). For additional instructional support, please see the Early Learning Standards Framework in the [Indiana Learning Lab](#).

**Student Wellbeing Early Learning Standard 1: Sense of Self**

Domain:	Student Wellbeing					
Learning Outcome:	Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.					
Standard:	SW1.1: Demonstrate self awareness and confidence					
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	K-Grade 2 Employability Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Respond to own name	Identify image of self	Use gestures and actions to reference self in conversation	Recognize self as a unique individual	Identify self as a unique member of a group that fits into a larger world picture	K-2.M.3 Recognize and demonstrate an understanding of self-confidence in attempting new skills.
	Show interest in choices available in learning environment (e.g., explore books, soft blocks)	Say own name	Demonstrate use of personal pronouns	Describe personal characteristics	Show confidence in a range of abilities and recognizing own strengths, as well as the capacity to take on and accomplish new tasks	K-2.M.4 Develop confidence, with the support of adult educators, when participating in the learning environment.
	Communicate to indicate physical and emotional needs and look to a caregiver to meet those needs	Show knowledge of own abilities	Show sense of self-satisfaction with own abilities and preferences Begin to show independence by occasionally resisting adult control	Show sense of self satisfaction with own abilities, preferences, and accomplishments	Show independence in own choices	K-2.LS.4 Identify personal interests and preferences. K-2.SE.4 Begin exploring both the similarities and differences between self and others.

Domain:		Student Wellbeing				
Learning Outcome:		Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.				
Standard:		SW1.2: Demonstrate identification and expression of emotions				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	K-Grade 2 Employability Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Communicate to express pleasure or displeasure	Communicate feelings and emotions	Express both positive and negative feelings about participating in activities	Recognize own emotions and the emotions of others	Identify own emotions and the emotions of others	K-2.SE.3 Become aware of socially acceptable behavior with the support of adult educators.
	Seek adults to help ease displeasure once communicated	Seek adults for comfort when needed and communicated	Observe a peer's emotion and approach a familiar adult to communicate concern	Seek adults for emotional support and guidance	Express and accurately respond to emotions of self and others	K-2.SE.5 Respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.
	Use cues to signal overstimulation	Express emotion toward a familiar person	Demonstrate empathy to another child	Use combination of words, phrases, and actions to express feelings	Predict reactions from others	HW K-2.4.3 Express needs, wants, and feelings in a healthy way
	Respond positively to adults who provide comfort	Imitate comforting behaviors of caregivers	Begin to use words to express feelings		Effectively use sentences and actions to express feelings	
	Use sounds and body to express feelings	Use sounds, gestures, and actions to express feelings				

**Student Wellbeing Early Learning Standard 2: Self-Regulation**

Domain:		Student Wellbeing				
Learning Outcome:		Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.				
Standard:		SW2.1: Demonstrate self control				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	K-Grade 2 Employability Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Develop an awareness of transitions, schedules, and routines with adult prompts	Follow simple routines with adult support		Manage transitions and adapt to changes in schedules, routines, and situations with adult support	Manage transitions and adapt to changes in schedules, routines, and situations independently	K-2.SE.1 Begin to demonstrate understanding of classroom guidelines/rules, and the consequences when they are not followed.
	Develop self-soothing when an adult provides comfort techniques	Self-soothe with adult support	Begin to self-soothe independently	Recognize, navigate, and respond to own emotions and interactions with others with adult support when needed		K-2.SE.2 Begin to take responsibility for classroom roles and role as a learner.
	Express desires and feeling by using gestures and actions	Demonstrate the beginnings of impulse control with adult support	Manage some impulses with adult support	Manage a range of impulses with adult support	Manage a range of impulses Begin to manage behavior based on location and corresponding expectations (e. g., playground vs. classroom)	K-2.WE.1 Recognize and understand the components of self-discipline.

**Student Wellbeing Early Learning Standard 3: Conflict Resolution**

<b>Domain:</b>	<b>Student Wellbeing</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills that support conflict resolution and conflict management.					
<b>Standard:</b>	<b>SW3.1: Demonstrate conflict resolution</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>K-Grade 2 Employability Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Show awareness of possible conflict by demonstrating distress	Engage in conflict with peers regarding possession of items	Engage in simple conflict resolution strategies with adult support	Negotiate to resolve social conflicts with peers with modeling and support	Independently initiate conflict resolution strategies with peers and seek adult support when necessary	K-2.WE.5 Begin to develop an understanding of what it means to be adaptable.
	Respond positively to adult when comforted following possible observed conflict	Imitate how others solve conflicts	Begin to use language skills instead of physical force to resolve conflicts	Use words during a conflict instead of physical force	Begin to use "I feel" statements with adult support when managing conflict with others	K-2.SE.3 Become aware of socially acceptable behavior with the support of adult educators.
		Experiment with trial and error approaches to solve simple problems and conflicts				HW K-2.4.7 Identify and explain healthy strategies to manage and resolve conflict.

**Student Wellbeing Early Learning Standard 4: Building Relationships**

Domain:	Student Wellbeing						
Learning Outcome:	Early learners develop foundational skills that support social development and engagement with others.						
Standard:	SW4.1: Demonstrate relationship skills						
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	K-Grade 2 Employability Standard	
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Engage in simple social interactions with adults (e.g., respond to adult smile)	Engage in social interactions with familiar adults	Stay connected with familiar adults	Accept compromises when suggested by a peer or adult		K-2.WE.5 Begin to develop an understanding of what it means to be adaptable.	
	Exhibit caution of unfamiliar adults	Show feelings of security with familiar adults	Separate from familiar adults in a familiar setting with minimal distress	Gauge response based on the facial expressions of others		K-2.SE.3 Become aware of socially acceptable behavior with the support of adult educators.	
	Use key adults as a secure base when exploring the learning environment	Seek adult assistance with challenges, but may refuse help and may say no	Ask for adult assistance when having difficulty in a social situation	Request and accept guidance from familiar adults	Show care and concern for familiar adults and peers using more complex words and actions		K-2.SE.4 Begin exploring both the similarities and differences between self and others.
	Notice other children in their learning environment	Use social referencing when encountering new experiences	Imitate and model friendship skills	Exhibit age-appropriate friendship skills to engage in effective play and learning experiences	Maintain consistent friendships		K-2.SE.5 Respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.
	Engage in onlooker play	Observe friendship skills in the learning environment	Engage in parallel play	Engage in associative play	Engage in cooperative play experiences for sustained periods of time	HW K-2.4.4 Model ways to treat people with kindness and respect.	
	Begin to exhibit skills in solitary play	Engage in solitary play	Begin to exhibit skills in associative play	Participate in cooperative play experiences with some adult guidance	Form connections across diverse backgrounds		
Begin to exhibit skills in parallel play		Notice when a family member or child in their environment is not present					





Approaches to play and learning address the development of executive functions, which refers to a set of skills that underlie the capacity to plan ahead and meet goals, display self-control, follow multiple-step directions even when interrupted, and stay focused despite distractions, among others (Harvard University, Center on the Developing Child). Research indicates children with higher levels of attentiveness, persistence to a task, eagerness to learn, and flexible thinking skills are more successful in literacy and mathematics (Conn-Powers, 2006; McClelland, Acock, & Morrison, 2006). As many early educators already know, play is at the heart of early understandings for children about the world around them, including executive functioning skills (Neil, Drew, & Bush, 2014), and is vital to healthy brain development, as well as development of imagination, dexterity, and physical cognitive, and emotional strength. For additional instructional support, please see the Early Learning Standards Framework in the [Indiana Learning Lab](#).

**Approaches to Play and Learning Standard 1: Initiative and Exploration**

Domain:		Approaches to Play and Learning				
Learning Outcome:		Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.				
Standard:		APL1.1: Demonstrate initiative and self-direction				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	K-Grade 2 Employability Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Respond to a stimulating learning environment	Show interest in what others are doing	At times, initiate new tasks	Initiate new tasks by self	Take initiative to learn new concepts and try new experiences	K-2.WE.2 Understand what it means to have independence and take basic instruction.
	Begin to demonstrate curiosity/interest in surroundings	Select desired object from several options	Verbally express desire to complete task by self	With support, use a variety of resources to explore materials and ideas	Seek and gather new information to plan for projects and activities	K-2.LS.13 Participate in class discussions and activities.
	Display eagerness and delight in self, others, and surroundings	Demonstrate curiosity/interest in new objects, experiences, and people	Independently select and use materials	Explore and manipulate familiar objects in new and imaginative ways		

Domain:		Approaches to Play and Learning				
Learning Outcome:		Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.				
Standard:		APL1.2: Demonstrate interest and curiosity as a learner				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	K-Grade 2 Employability Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Show budding interest in how objects work	Ask questions about familiar objects, people, and experiences	Ask questions about novel objects, people, and experiences	Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks		K-2.M.2 Understand mistakes as a normal part of the learning process.
	Try a variety of approaches to get desired outcomes	Demonstrate curiosity and interest in new objects, experiences, and people	Demonstrate enthusiasm for new learning (may be within familiar contexts)	Communicate a desire to learn new concepts or ideas		K-2.M.3 Recognize and demonstrate an understanding of self-confidence in attempting new skills.
	Prefer to keep a familiar adult in close proximity while exploring	Explore and manipulate familiar objects in the learning environment	Use active exploration to solve a problem	Exhibit willingness to try new experiences		
	Physically explore new ways to use objects and observe results			Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration		

**Approaches to Play and Learning Standard 2: Flexible Thinking**

<b>Domain:</b>	<b>Approaches to Play and Learning</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills that support flexible thinking (the ability to find new solutions and see situations in more than one way) and social interactions during play.					
<b>Standard:</b>	<b>APL2.1: Demonstrate development of flexible thinking skills during play</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>K-Grade 2 Employability Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Manipulate objects and imitate actions observed	Use objects for real or imagined purposes	Substitute one object for another in pretend play or pretend with objects that may or may not be present	Find a creative or innovative way of doing a familiar task or solving a problem with adult guidance	Demonstrate analysis, innovation, imagination, and creativity to solve a problem	K-2.M.2 Understand mistakes as a normal part of the learning process.
			Show creativity, inventiveness, and flexibility in approach to play with adult guidance			
					Adjust approach to task to resolve difficulties with adult support	

**Approaches to Play and Learning Standard 3: Attentiveness and Persistence**

<b>Domain:</b>	<b>Approaches to Play and Learning</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.					
<b>Standard:</b>	<b>APL3.1: Demonstrate development of sustained attention and persistence</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>K-Grade 2 Employability Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Examine objects for brief periods of time	Jointly attend to a book with an adult for several minutes	Attend to a book for longer periods of time (jointly or independently)	Independently attend to a book from beginning to end		K-2.WE.3 Understand what it means to persevere.  K-2.LS.14 Listen to and follow classroom procedures.
	Express discomfort when needs are not met	Engage and persist with an activity, toy, or object, but is easily distracted	Focus on activity for short periods of time despite distractions	Demonstrate ability to delay gratification for short periods of time	Focus on activity with deliberate concentration despite distractions and/or temptations	
	Repeat actions to make something happen again	Engage for longer periods of time when trying to work through tasks	Repeat an activity many times in order to master it, even if setbacks occur	Follow through on an activity to completion	Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress  Persist in trying to complete a task after previous attempts have failed	

**Approaches to Play and Learning Standard 4: Social Interactions**

<b>Domain:</b>		<b>Approaches to Play and Learning</b>				
<b>Learning Outcome:</b>		Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.				
<b>Standard:</b>		<b>APL4.1: Demonstrate development of social interactions during play</b>				
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>K-Grade 2 Employability Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Engage in onlooker play	Engage in solitary play	Engage in parallel play	Engage in associative play	Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation	K-2.LS.2 Use speaking skills in different settings.
	Begin to exhibit skills in solitary play	Begin to exhibit skills in parallel play	Begin to exhibit skills in associative play	Participate in cooperative play activities with some adult guidance	Demonstrate cooperative behavior, such as turn-taking, in interactions with others	K-2.SE.3 Become aware of socially acceptable behavior with the support of adult educators.
	Show interest in children who are playing nearby	Show preference for certain peers over time although these preferences may shift	Participate in play activities with a small group of children for short periods of time	Participate in play activities with a small group of children	Begin to accept and share leadership	K-2.SE.5 Respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.
	Engage in simple social interactions with others (e.g., respond to smile)					



The purpose of including creative arts in early childhood education is to provide a range of activities for children to creatively express themselves. The arts invite children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression. For additional instructional support, please see the Early Learning Standards Framework in the [Indiana Learning Lab](#).

**Creative Arts Early Learning Standard 1: Music**

Domain:		Creative Arts				
Learning Outcome:		Early learners develop foundational skills that support creative expression through voice, instruments, sounds, and objects.				
Standard:		CA1.1: Demonstrate creative music expression				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Respond to music by moving own body			Sing songs that use the voice in a variety of ways		K-2(LR.5.2.1) Demonstrate music's expressive qualities (such as louder/softer, higher/lower, faster/slower, same/different) using music vocabulary
	Participate in diverse musical genres and styles			Produce rhythmic patterns in music		K-2(LR.4.2.1) Audiate and accurately speak or sing familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and/or tonalities.
	Experiment with vocalizations and sounds	Imitate sounds using voice or objects	Sing familiar songs	Describe feelings and reactions in response to diverse musical genres and styles		K-2(P.8.2.1) Accurately play a variety of classroom instruments alone and with others using appropriate technique.
	React to familiar songs or music	Sing along to familiar songs		Listen and respond to music	Respond to changes heard in music	K-2(CN.2.2.1) Identify music concepts and explore ways they are used in other disciplines.
		Respond to rhythmic patterns with objects	Participate in experiences with musical instruments and singing to express creativity	Use familiar rhymes, songs, chants, and musical instruments to express creativity	K-2(CN.3.2.1) Apply a varied repertoire of music representing genres and styles from diverse world cultures by singing, moving, playing, and demonstrating audience behavior appropriate for the context and style of the music performed.	

**Creative Arts Early Learning Standard 2: Dance**

Domain:	Creative Arts					
Learning Outcome:	Early learners develop foundational skills that support creative expression through movement.					
Standard:	CA2.1: Demonstrate creative movement expression					
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Respond to music with body movements	Use whole body to respond to music	Use dance for self-expression	Convey ideas and emotions through creative movement expression (with or without music)		K-2(LR.6.2.3) Identify and respond to expressive elements of music and demonstrate through movement in listening examples, singing games and/or simple folk dances.
					Purposefully select movements that communicate ideas, thoughts, and feelings	DA:Cr1.1Kb Explore different ways to do basic locomotor and nonlocomotor movements by manipulating various elements of dance.
						DA:Pr5.1.Kc Isolate and move body parts in relation to other body parts and repeat and recall movements upon request.
						DA:Cn10.1.Ka Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience or feelings.

**Creative Arts Early Learning Standard 3: Visual Arts**

Domain:		Creative Arts				
Learning Outcome:		Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.				
Standard:		<b>CA3.1: Demonstrate creative expression through the visual art process or experience</b>				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Explore simple art materials	Use simple art materials	Enjoy repetition of materials and experiences	Use colors, lines, and shapes to communicate meaning	Identify and use colors, lines, and shapes found in the environment and in works of art	VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.
		Express preferences for certain art materials	Begin to explore additional art materials with adult support	Explore various art-making processes and multiple media types with adult support	Engage in self-directed exploration of various art-making processes and multiple media types including digital	VA:Cr1.2.Ka Engage collaboratively and/or individually in creative art making in response to an artistic problem.
					Share details about why they are using specific colors or materials	VA:Cr2.2.Ka Begin to identify safe and non-toxic art materials, tools, and equipment. VA:Cr3.1.Ka Explain the process of making art while creating.

Domain:		Creative Arts				
Learning Outcome:		Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.				
Standard:		<b>CA3.2: Demonstrate creative expression through visual art production and presentation</b>				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Respond to various textures and sensory materials	Explore a variety of media	Use a variety of media	Progress in ability to create drawings, models, and other art using a variety of materials		VA:Cr2.3.Ka Create art that represents natural and constructed environments.
				Develop growing ability to plan, work independently, and demonstrate care in a variety of art	Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art	VA:Cn.10.1.Ka Create art that tells a story about a life experience.
				Show interest in creating and displaying individualized artwork	Create, save, and display individualized artwork	VA:Pr4.1.Ka Display and describe personal artwork.

Domain:		Creative Arts				
Learning Outcome:		Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms.				
Standard:		CA3.3: Demonstrate creative expression through art appreciation				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Show preference for particular visual stimuli	Express likes or dislikes of certain colors or patterns	Communicate preferences while looking at pictures, photographs, and illustrations	Observe and discuss art forms		VA:Re8.1.Ka Interpret art by identifying subject matter and describing relevant details.
		Look at pictures, photographs, and illustrations	Compare and contrast own creations and those of others	Reflect on differences and preferences as encounters artwork		VA: Re7.2.Ka Describe what an image represents.
				Share ideas about personal creative work		VA:Cn11.1Ka Identify purpose of an artwork.
				Identify where art is displayed in the learning environment and begin to identify places it may be displayed outside of it		VA:Pr6.1.Ka Explore the purpose of an art museum.

**Creative Arts Early Learning Standard 4: Dramatic Play**

Domain:		Creative Arts				
Learning Outcome:		Early learners develop foundational skills that support creative expression and interaction through dramatic play.				
Standard:		CA4.1: Demonstrate creative expression through dramatic play				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Engage in onlooker play	Engage in solitary play	Engage in parallel play	Engage in associative and cooperative play		TH: Cr.1.1.Ka a. With prompting and support, invent and inhabit an imaginary place/environment in dramatic play or a guided drama experience.
	Begin to exhibit skills in solitary play	Begin to exhibit skills in parallel play	Begin to exhibit skills in associative play	Participate freely in dramatic play experiences that become of increased duration and complexity		TH: Cr.1.1.Kb b. With prompting and support, use available materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience.
	Begin to imitate the actions and expressions of caregivers	Use objects as symbols for other things	Spontaneously pretend to take on the characteristics of a person, character, or animal	Use a variety of props to demonstrate themes about life experiences, ideas, and feelings	Role play imaginary events and characters	TH: Cr.2.1.Ka With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience.
	Begin to recognize that certain actions will draw responses	Demonstrate simple character/animal sounds with motions	Express self through dramatic play			TH: Re9.1.Ka With prompting and support, actively engage with others in dramatic play or a guided drama experience.



The development of skills, knowledge, and attitudes that lead to a healthy lifestyle must be taught and should begin early in order to ensure a lifetime of good health. Additionally, children learn through active movement and are continually refining their senses and motor skills. Since motor development follows a predictable sequence, reflecting the functional head-to-toe maturation of the central nervous system, this positions early educators and families to detect possible motor delays before kindergarten (AAP, 2013). For additional instructional support, please see the Early Learning Standards Framework in the [Indiana Learning Lab](#).

**Physical Health and Growth Early Learning Standard 1: Health and Safety**

Domain:		Physical Health and Growth				
Learning Outcome:		Early learners develop foundational skills that support healthy, safe, and nutritious practices.				
Standard:		<b>PHG1.1: Demonstrate development of healthy practices</b>				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Participate passively in health and hygiene-related behaviors initiated by an adult	Participate with adult support in health and hygiene-related behaviors	Practice health and hygiene-related behaviors with reminders	Demonstrate health and hygiene-related behaviors with reminders	Demonstrate health and hygiene-related behaviors with minimal prompting	HW K-2.1.1 Identify that healthy behaviors affect personal health.
		Imitate personal health practices	Imitate an experience of participating in a doctor or dentist visit	Identify the difference between sick and well	Communicate practices that promote healthy living and prevent illness for self and family members	HW K-2.1.2 Recognize that there are multiple dimensions of health. (mental/emotional, intellectual, physical, environmental, and social health).
				Engage in sociodramatic play to demonstrate the roles of medical professionals		HW K-2.1.3 Describe ways to prevent communicable diseases.
						HW K-2.2.1 Identify how the family and culture influence personal health practices and behaviors.



Domain:		Physical Health and Growth				
Learning Outcome:		Early learners develop foundational skills that support healthy, safe, and nutritious practices.				
Standard:		PHG1.2: Demonstrate development of safety practices				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Use key adults as a secure base when exploring the learning environment	Demonstrate awareness of danger		Identify ways to play safely	Demonstrate basic safety knowledge	HW K-2.1.4 List ways to prevent common childhood injuries.
	Seek reassurance from a trusted adult when encountering an unfamiliar person/object	Respond to adult direction to change behavior to avoid danger or prevent injuries	Recall behaviors that prevent injuries	Follow simple safety rules while participating in activities	Alert others to possible danger	HW K-2.7.2 List a variety of behaviors to avoid or reduce health and safety risks.
			Respond to adult guidance and direction regarding safety			Participate, with adult support, to develop safety rules for an activity

Domain:		Physical Health and Growth				
Learning Outcome:		Early learners develop foundational skills that support healthy, safe, and nutritious practices.				
Standard:		PHG1.3: Demonstrate development of nutrition awareness				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Express when hungry or full			Respond to physical cues when hungry, full, or thirsty		PE K.3.6.A Identifies health and unhealthy foods and recognizes that food provides energy for physical activity.
	Show food preferences	Try new foods	Make simple food choices depending on personal and cultural preference	Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy	Communicate about variety and amount of food needed to be healthy	HW K-2.1.1 Identify that healthy behaviors affect personal health
	Begin following a regular eating routine	Follow a regular eating routine	Communicate about various characteristics of food	Participate in preparation of a simple, healthy snack		K.L.S.1 Describe and compare the growth and development of common living plants and animals.
				Express preferences about food	Name food and beverages that help to build healthy bodies	K.L.S.2 Describe and compare the physical features of common living plants and animals.
				Describe physical features of fruits and vegetables	K.L.S.3 Use observation to describe patterns of what plants and animals (including humans) need to survive.	
				Begin to describe where fruits and vegetables come from		

**Physical Health and Growth Early Learning Standard 2: Senses**

Domain:		Physical Health and Growth				
Learning Outcome:		Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.				
Standard:		<b>PHG2.1: Demonstrate how the five senses support processing information</b>				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Manipulate objects to see what will happen	Try a new action with a familiar object	Test objects to determine their purpose	Take things apart and attempt to put them back together	Take things apart and invent new structures using the parts	K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
	Use senses to explore surroundings	Interact with their physical environment using tactile, visual, auditory, olfactory, and gustatory senses		Use tactile, visual, auditory, olfactory, and gustatory information to accomplish tasks		K.G.1 Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
	Demonstrate awareness of different textures of food					K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.

Domain:		Physical Health and Growth				
Learning Outcome:		Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.				
Standard:		PHG2.2: Demonstrate development of body awareness and physical activity				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Show awareness of own body and start to move intentionally	Identify basic body parts		Identify and describe function of body parts		PE K.2.2.A Travels in three different pathways (such as moving in various patterns: straight, curved).
	Interact with adults in physical activities	Use trial and error to discover how the body and objects move through space	Demonstrate awareness of own body in space and in relationship to objects	Demonstrate awareness of own body in relation to other people and objects through play activities		PE K.2.3.A Travels in general space with different speeds (such as traveling at various speeds in skill development activities).
		Use simple movement skills to participate in active physical play	Participate in active physical play and structured activities requiring spontaneous and instructed body movements	Participate in structured and unstructured active physical play, exhibiting increasing strength and stamina for sustained periods of time		PE K.3.3.A Recognize that when you move fast, your heart beats faster and you breathe faster.
Demonstrate basic understanding that physical activity helps the body grow and be healthy						
				Begin to recognize the relationship between moving your body fast and how your body responds to this movement		

**Physical Health and Growth Early Learning Standard 3: Motor Skills**

Domain:		Physical Health and Growth				
Learning Outcome:		Early learners develop foundational skills that support the development of fine and gross motor coordination.				
Standard:		PHG3.1: Demonstrate development of fine and gross motor coordination				
Developmental Continuum from birth to prekindergarten	Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool	Kindergarten Standard
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Demonstrate hand-eye coordination and participate in a variety of activities to enhance coordination	Gain control of hands and fingers	Use hand-eye coordination to manipulate smaller objects with increasing control	Refine grasp to manipulate tools and objects	Perform fine-motor tasks that require small-muscle strength and control	Standard 1 The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns.
	Begin to develop coordination and balance, often with support	Begin to develop coordination and balance, requiring less support	Develop coordination and balance	Demonstrate coordination and balance	Demonstrate coordination and balance in a variety of activities	PE K.1.1.A through K.1.5.A
	Develop control of head and back, progressing to arms and legs		Develop gross motor control for a range of physical activities	Coordinate movements to perform a task	Coordinate movements to perform a complex task	PE K.1.7.A through K.1.16.A

<b>Domain:</b>	<b>Physical Health and Growth</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills that support the development of fine and gross motor coordination.					
<b>Standard:</b>	<b>PHG3.2: Demonstrate development of oral motor skills</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control					HW K-2.7.1 Identify character traits and behaviors of a healthy and safe person.

**Physical Health and Growth Early Learning Standard 4: Personal Care**

<b>Domain:</b>	<b>Physical Health and Growth</b>					
<b>Learning Outcome:</b>	Early learners develop foundational skills that support the independent care of one's self.					
<b>Standard:</b>	<b>PHG4.1: Demonstrate increased independence in personal care routines*</b>					
<b>Developmental Continuum from birth to prekindergarten</b>	<b>Infant</b>	<b>Younger Toddler</b>	<b>Older Toddler</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>	<b>Kindergarten Standard</b>
<b>Indicators: Competencies that indicate a child is progressing toward kindergarten readiness.</b>	Participate passively in dressing and undressing self	Show interest in assisting with personal body care practices	Participate with adult support in personal body care practices	Attend to personal body care practices with reminders	Attend to personal body care practices with minimal adult support	HW K-2.2.1 Identify how family and culture influence personal health practices and behaviors.
	Help with self-feeding	Show interest in assisting with dressing and undressing self	Participate with adult support in dressing and undressing self	Independently feed self	Independently feed self using utensils	
		Able to feed self with some assistance	Communicate toileting needs	Independently dress and undress self		
		Exhibit beginning awareness of toileting needs	Able to feed self with minimal assistance	Independently attend to toileting needs		

\* Consider cultural beliefs and family preferences across this developmental progression.

[References](#)